

Resource Section

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Pre-course Questionnaire

Date _____ Leaders _____

In order to help us support your families' unique needs, we would appreciate it if you would complete this Pre-course Questionnaire.

Please circle the appropriate number, 1 being poor and 10 being excellent. If you have any questions, we will be happy to help you. Many thanks in advance.

How many children do you have? _____

What ages are they? _____

What do you hope to gain from attending The Fusion Programme™?

Are there any specific challenges in your family that you hope to address through this course?

Honestly, how effective do you think you are as a parent?

	Poor	Average						Excellent		
Effectiveness:	1	2	3	4	5	6	7	8	9	10

Please read the following statement and sign below:

I realise that my identity and that of my family members will not be disclosed unless I have granted permission.

Print name _____ Signed _____

Name Labels

As there are different labels and layouts on the market, the easiest way to assist you is to provide name label templates for popular label sheets. These will be available for download from the Better Parents™ website, www.betterparents.co.uk.

If the label template you require is not available, please let us know and we will attempt to provide one for you. Alternatively, logos can be downloaded from the site if you wish to make your own Fusion labels. Also, hand-written labels are fine if you prefer.

Feedback Form

Date _____ Leaders _____

We are keen to receive feedback about how you found the course and would appreciate it if you would kindly complete this form and return it to one of the leaders.










Please circle the appropriate number, 1 being poor and 10 being excellent. If you have any questions, we will be happy to help you. Many thanks in advance.

	Poor		Average						Excellent	
Course Materials:	1	2	3	4	5	6	7	8	9	10
Course Content:	1	2	3	4	5	6	7	8	9	10
Course Leaders:	1	2	3	4	5	6	7	8	9	10
Course Venue:	1	2	3	4	5	6	7	8	9	10











Please can you give an example of a situation within your family where you have used skills and strategies learnt on The Fusion Programme™?

Have you noticed any specific improvements within your family dynamics as a result of attending The Fusion Programme™? If yes, please give details.

Star Chart for _____ (insert child's name)

Star Chart for _____ (insert child's name)

Morning Chart for _____ (insert child's name)

Jobs to do before school	Monday	Tuesday	Wednesday	Thursday	Friday
Get dressed					
Make bed					
Eat breakfast					
Help get lunch ready					
Brush teeth					
Put shoes on					
Get bag					
Smile					

Evening Chart for _____ (insert child's name)

At home	Monday	Tuesday	Wednesday	Thursday	Friday
Hang coat up					
Put shoes and bag away					
Hang school clothes					
Get changed					
Do homework or reading					
Eat my tea					
Put toys away					
Pyjamas on Brush teeth					
Bedtime					

Certificate of Attendance



The Fusion Programme™

On _____ (Date)

At _____ (Venue)

This is to certify that

successfully attended and
completed The Fusion Programme™.

Course Tutors

Signed _____ Signed _____

Print name _____ Print name _____

dated _____

Adult

Child

***15-year-old oversleeps
for school***

***Child speaks rudely
in front of guests***

***7-year-old constantly
ignores bedtime***

***Child leaves bike
outside, unlocked***

***14-year-old gets final
warning from their boss
and could lose their
paper round job***

***13-year-old announces
they need to be at
a club in 10 minutes***

***10-year-old
constantly leaves
bedroom in a mess***

***8-year-old and
6-year-old are fighting
over a computer game***

***2-year-old has
left toys out***

***4-year-old
constantly whining***

***12-year-old has brought
muddy football boots
into the flat/house***

***5-year-old is upset
because their toy
has broken***

***3-year-old cross
because dinner was not
what they wanted***

***9-year-old has a
new friend and has
since begun using
bad language***

***16-year-old
doesn't want to do
their coursework***

Negative listening

The Speaker's role is to talk for 2-3 minutes about a hobby or interest. As they talk, they must try and look at their partner, without being put off.

The Listener's role is to show as little interest as possible whilst their partner is speaking, such as looking around the room or at others, looking at their watch, yawning, etc.



Positive listening

The Speaker's role is to talk for 2-3 minutes about a hobby or interest. As they talk, they must try and look at their partner.

The Listener's role is to show as much interest as possible whilst their partner is speaking, such as, using eye contact, nodding their head, saying little affirming things such as 'umm', 'I see', 'really', 'and possibly asking encouraging questions without taking over the conversation by adding their own opinions. The listener should also be trying to retain what it is that the speaker is talking about.

Artistic strengths	Family member's name
1. Painting	_____
2. Drawing	_____
3. Model making	_____
4. Photography	_____
5. Crafts	_____
6. Sewing	_____
7. Fashion sense	_____
8. Map reading	_____
9. Good use of imagination	_____
10. Pottery	_____

Personality	Family member's name
11. Patient	_____
12. Kind	_____
13. Caring	_____
14. Trustworthy	_____
15. Honest	_____
16. Reliable	_____
17. Sensitive	_____
18. Hardworking	_____
19. Easy Going	_____
20. Responsible	_____
21. Generous	_____
22. Confident	_____
23. Affectionate	_____
24. Disciplined	_____
25. Happy	_____
26. Mature	_____
27. Independent	_____
28. Determined	_____
29. Gentle	_____
30. Loyal	_____

<u>Social skills</u>	<u>Family member's name</u>
31. Encouraging	_____
32. Understanding	_____
33. Good listener	_____
34. Team player	_____
35. Shares	_____
36. Helpful	_____
37. Peacemaker	_____
38. Friendly	_____
39. Humorous	_____
40. Leader	_____
41. Good with children	_____
42. Good with animals	_____
43. Sociable	_____
44. Polite	_____
45. Courteous	_____

<u>Functional</u>	<u>Family member's name</u>
46. Tidy	_____
47. Organised	_____
48. Common sense	_____
49. Adaptable	_____
50. Disciplined	_____

<u>Talents</u>	<u>Family member's name</u>
51. Computer skills	_____
52. Reading	_____
53. Remembering facts	_____
54. Joke telling	_____
55. Problem solving	_____
56. Mathematical	_____
57. Scientific	_____
58. Creative writing	_____
59. Storytelling	_____
60. D.I.Y.	_____

Scenario 1

Session 4 Skills Practice

Mum needs to talk to her two teenage daughters, Elizabeth, 16 and Sarah, 14 about the impending visit of their new step-sister Chloe, 12. The sisters have not accepted the new marriage very well.



Scenario 2

Session 4 Skills Practice

Parents are trying to go out for the day with their three children. Trevor, 6, Amy, 12, and Stephen, 14. Arguments are preventing the family from managing to agree on any trips, as the children's choice of activities range from cinema, beach, ice skating, skateboarding and swimming, and they all want to take friends!



Scenario 3

Session 4 Skills Practice

Dad has been promoted and his company want him to move to the next county within the next month. His daughter, Megan, 15, is in the middle of her GCSEs and son, Craig, 10, loves being in the local football team.

Scenario 1

Session 5 Skills Practice

9-year-old Kerry has a new friend and has since begun using bad language.

Parent: "Kerry, get me the wet wipes will you?"

Kerry: "Get them yourself."

Parent: "I can't. I'm changing Tim's nappy."

Kerry: "So? Why should I do it?"

Parent: "Coz I said so!"

Kerry: "I'm going out!"

Parent (shouts): "Get me them NOW!"

Kerry goes out the front door, swearing obscenely.



Scenario 2

Session 5 Skills Practice

16-year-old Tracey doesn't want to do her coursework.

Parent: "You shouldn't be going out tonight. Your tutor sent that letter home, saying you were behind with your English coursework."

Tracey: "Oh, give it a break, I need to go out with my mates too!"

Parent: "Well, you don't have much longer to get the work done."



Scenario 3

Session 5 Skills Practice

8-year-old Toby is fighting with his 6-year-old step-brother, Luke, over a computer game.

Toby: "Get off, Luke! It's my game and you're not playing it!"

Luke: "But my dad said you had to share your games with me."

Toby: "I don't care what he said. It's my game and you're not playing it!"

Luke: "I'm telling on you!" (he starts to cry)"

Toby: "Go on then! See if I care."

As Luke starts to leave the room, Toby trips him up and punches him!

Then, the parent enters the room ...

Session 5 Skills Practice	In this scenario would it be valid to step back and deal with it later?	What consequence could you choose that is appropriate to the behaviour?	How could the child/children evaluate their behaviour and understand the consequence?	Could the 'I' word be used in this scenario?	When and how can the situation be calmly talked through?
<u>Scenario 1</u> 9-year-old Kerry has a new friend and has since begun using bad language.					
<u>Scenario 2</u> 16-year-old Tracey doesn't want to do her coursework.					
<u>Scenario 3</u> 8-year-old Toby is fighting with his 6-year-old step-brother, Luke, over a computer game.					

Session 6 Skills Practice My Time = Red Family Time = Green 1:1 with a Family Member = Blue	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning				1:1 Breakfast with partner			
Lunchtime							
Afternoon			1:1 Play game with child				Family Time Family walk
Teatime						1:1 Shopping Trip with teenager	
Evening	My Time Watch favourite television programme	Family Time Family go swimming			1:1 Time with partner		My Time Bubble bath

Session 6 Skills Practice My Time = Red Family Time = Green 1:1 with a Family Member = Blue	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Lunchtime							
Afternoon							
Teatime							
Evening							

What is your name? _____

How many children do you have (if any)? _____

What are their ages? _____

What do you hope to gain from this course? _____



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How many children do you have (if any)? _____

What are their ages? _____

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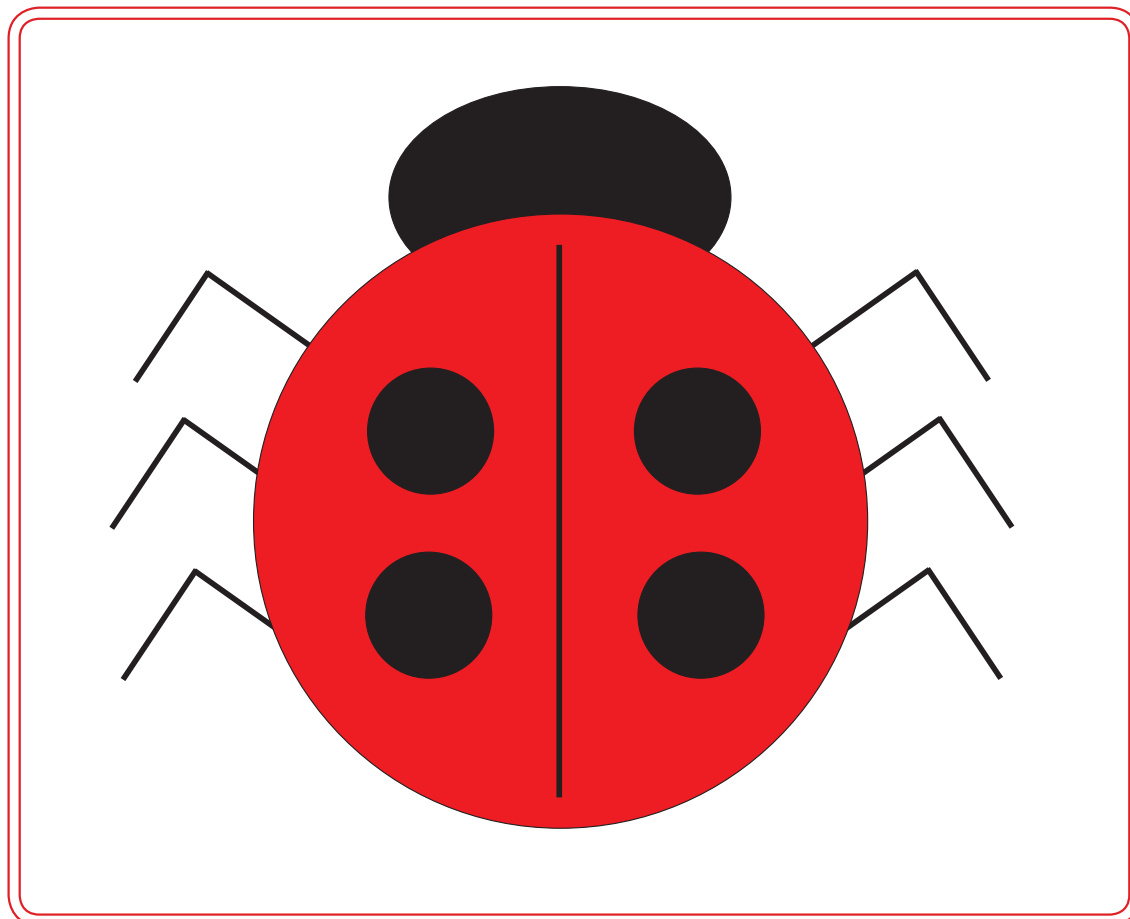
What is your name? _____

How many children do you have (if any)? _____

What are their ages? _____

What do you hope to gain from this course? _____

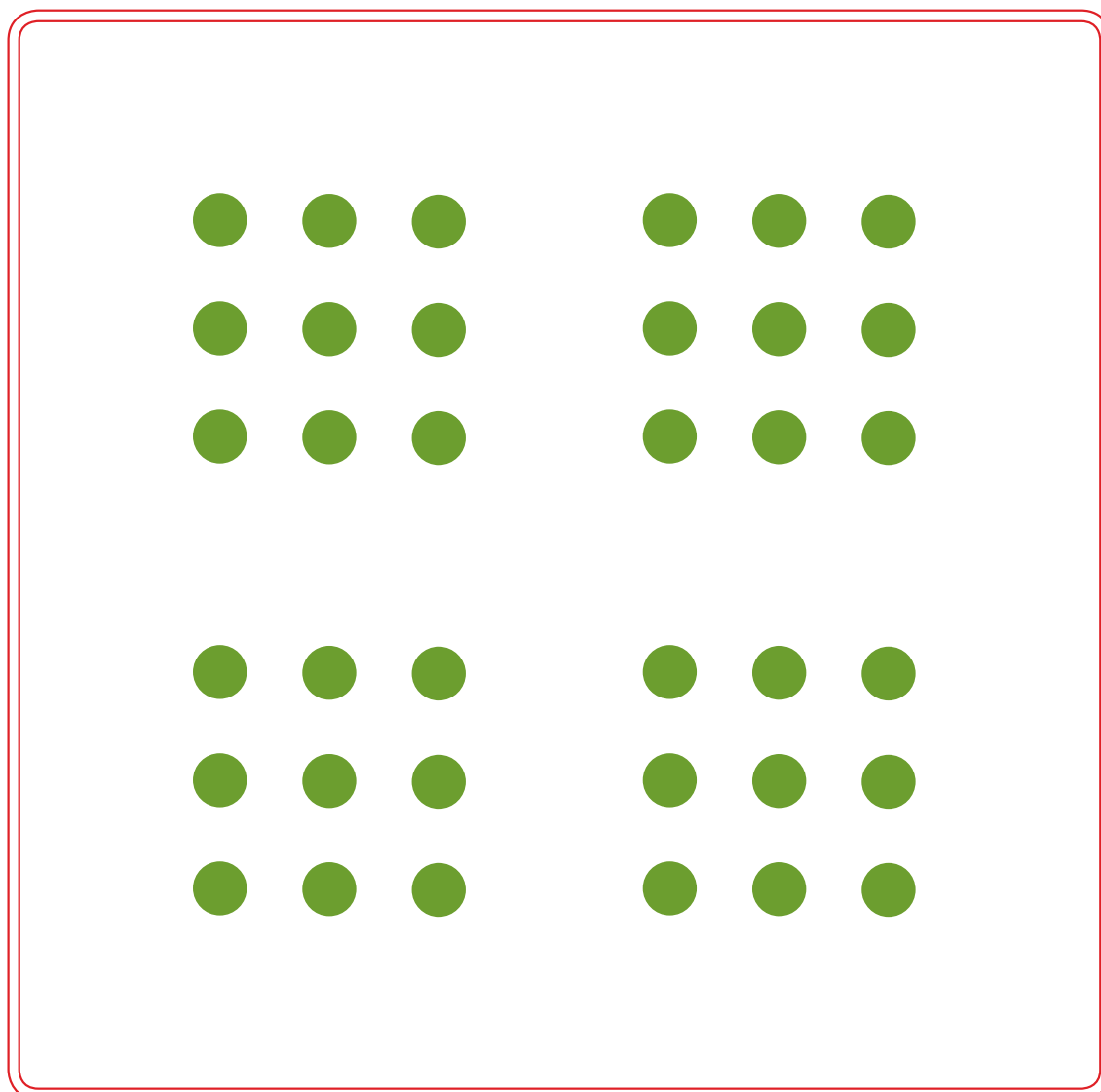
Session 2 - Ice Breaker 'Eyes shut'



8 cm (size of inside of a large roll of sticky tape).
2 cm (size of a one pence piece)
4 cm (size of a toilet roll middle)

Session 3 - Ice Breaker 'Nine Dot Exercise'

Join the nine dots, using four straight lines only.

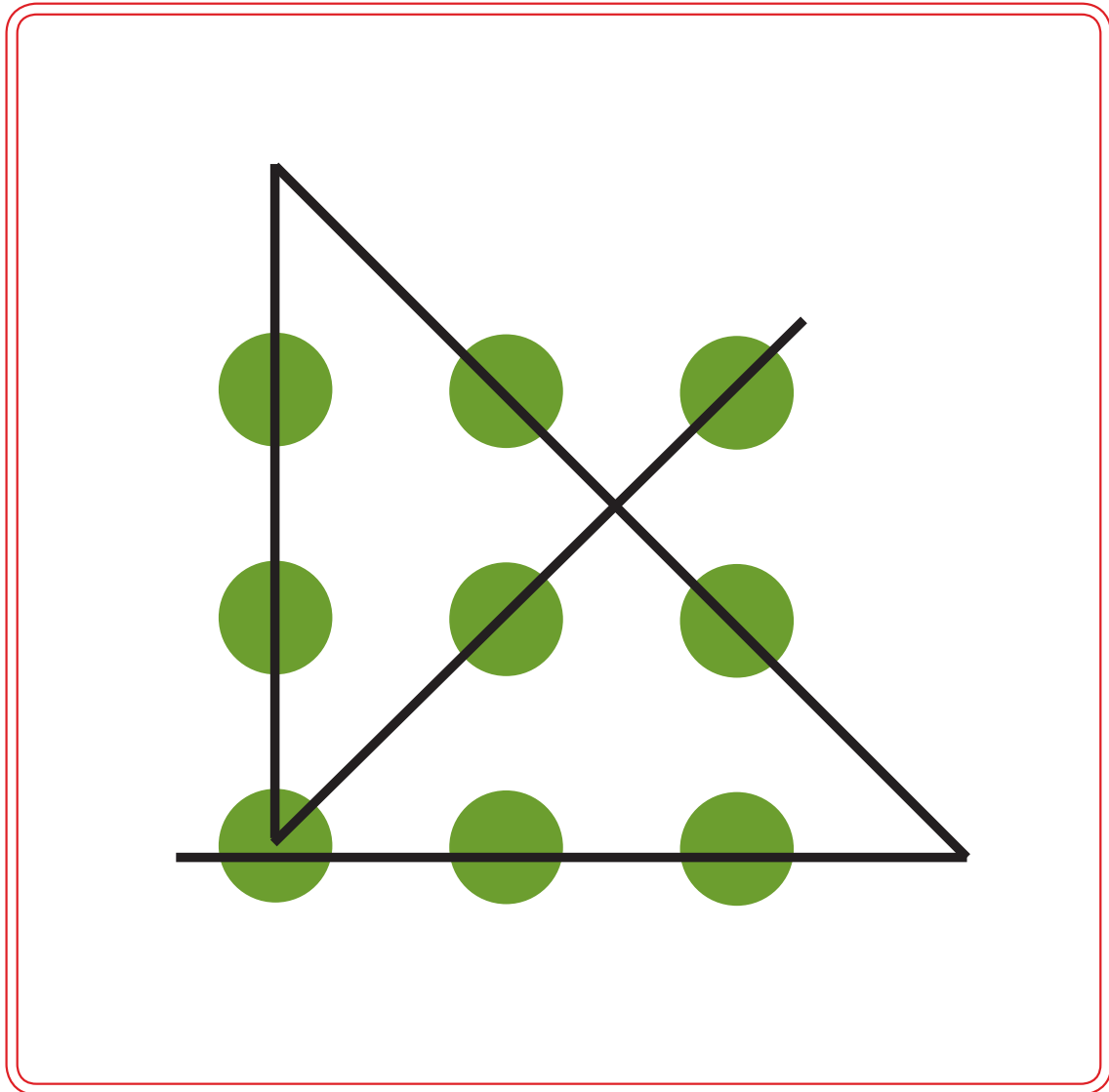


Your pen must not leave the page and you may not repeat any line.

Four sets of dots have been provided, so that you can try different methods.

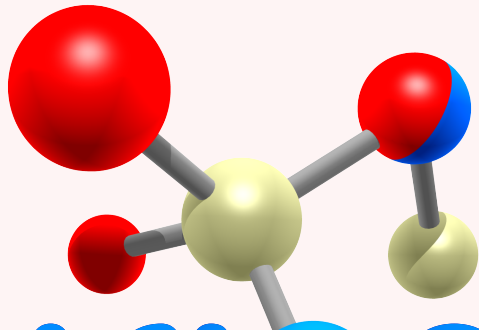
Session 3 - Ice Breaker 'Nine Dot Solution'

This is the solution:



Session 4 - Ice Breaker 'Names in boxes'

Wears vests in winter	Owens a dog	Regularly watches a soap opera
Has naturally blonde hair	Has had a speeding fine	Goes for a walk every day
Has an allergy	Goes to the gym at least once a week	Prefers white wine rather than red



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Skills and Strategies for the FamilyTM